

2026 Annual Implementation Plan

for improving student outcomes

Bemin Secondary College (8396)



Submitted for review by Joanne Camozzato (School Principal) on 08 December, 2025 at 01:37 PM
Endorsed by Maria Oddo (Senior Education Improvement Leader) on 13 January, 2026 at 09:02 AM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			Evolving	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Emerging	Emerging	Emerging	Evolving	Evolving

Future planning for 2026	<p>The College received the completed SSP in June of this year, 2025; consequently an Annual implementation plan was written in July of the year. The SSP targets have been made to include Year 9 and final Year 12 VCE results, neither year levels which have been introduced this year, many of the set targets have not been met. The College will continue to be in the establishment phase for 2026 with the onboarding of over 50 new staff, the full compliment of year levels 7-12 and an increase of approximately 600 students. For 2026, the College will focus on the goal: To maximise the learning growth of every student with the KIS: Strengthen staff capacity to maximise student learning growth through targeted professional learning and evidence-based instructional practice. The College will also choose the following goal: To maximise wellbeing and engagement for every student with the KIS: Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion as the focus for the third year of operation.</p>
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
To maximise the learning growth of every student	Yes	<p>By 2029, increase the percentage of years 7 to 9 students assessed as at or above the expected level of learning growth in semester 1 teacher judgements in:</p> <ul style="list-style-type: none"> • Reading from X% (2026) to Y% • Writing from X% (2026) to Y% • Mathematics from X% (2026) to Y% <p>*Targets to be confirmed when data becomes available.</p>	Strengthen staff capacity to maximise student learning growth through targeted professional learning and evidence-based instructional practice.	Yes
		<p>By 2029, increase the percentage of year 9 students meeting or above the expected level of benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none"> • Reading from X% (2026) to Y% • Writing from X% (2026) to Y% • Mathematics from X (2026) to Y% <p>*Targets to be confirmed when data becomes available.</p>	Strengthen a climate of high academic expectations	No
		<p>By 2029, achieve a VCE mean All Study score of at least 27 and a VCE mean English score of at least 28</p>	Strengthen staff capacity to evaluate the impact of teaching and learning	No
		<p>By 2029, increase the positive endorsement of the following School Staff Survey factors or items:</p> <ul style="list-style-type: none"> • Academic emphasis from 47% (2024) to 50% • Skills to measure impact from 70% (2024) to 75% • Monitor effectiveness using data from 65% (2024) to 70% 		

		<ul style="list-style-type: none"> • Planning differentiated learning activities from 52% (2024) to 60% 		
To maximise wellbeing and engagement for every student	Yes	By 2029, the percentage of Year 12 students with a positive exit destination will be at least 80%	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion	No
		By 2029, increase the positive endorsement of the following Attitude to School Survey (AtoSS) factors: <ul style="list-style-type: none"> • Differentiated learning challenge from 60% (2024) to 64% • School connectedness from 53% (2024) to 55% • Respect for diversity from 53% (2024) to 60% 	Strengthen a positive and inclusive school culture	Yes
		By 2029, improve the years 7-12 student attendance rate from 83.7% (2024) to 88%.	Strengthen partnerships with students, families and community.	No

Define actions, evidence of change and tasks

Goal 1	To maximise the learning growth of every student	
KIS 1.a	Strengthen staff capacity to maximise student learning growth through targeted professional learning and evidence-based instructional practice.	
Actions	<ol style="list-style-type: none"> 1. Build a shared understanding of evidence-based teaching strategies that align with the VTLM 2.0 practice principles and the college's instructional model 2. Develop professional learning cycles focused on the evaluation of student learning 	
Evidence of change	<ol style="list-style-type: none"> 1. Meeting cycle includes opportunities for staff to select professional learning tailored to support their understanding and/or implementation of the use of data, VTLM 2.0 and the college's instructional model 2. By the end of the academic year 2026 all staff will have participated in at least three peer observations across the college 3. Tier 2 curriculum documentation reflects strategies from the VTLM 2.0 and our college instructional model; specifically explicit teaching opportunities and responsive teaching to 'adjust the lesson'. 4. Regular use of student data in PLCs and planning meetings to increase teacher confidence and inform discussion around moderation, formative assessment and curriculum planning and delivery. 	
Tasks	People responsible	
Develop a detailed plan for professional learning of the use of data, VTLM 2.0 and our college instructional model; including allocation of resources, staffing and support systems outside of meeting schedule	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	
Develop and trial data visualisation tools (SPA, Compass pulse, PIVOT).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s)	
Create and use shared protocols for analysing data to improve student learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	

		<input checked="" type="checkbox"/> Leading teacher(s)
Establish and implement a peer observation program using evidence-based practice.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Create and consult on the implementation of 'our instructional playbook', for launch in 2027.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
Develop and implement a moderation process to ensure assessment consistency across the college.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
Goal 2	To maximise wellbeing and engagement for every student	
KIS 2.b	Strengthen a positive and inclusive school culture	
Actions	<ol style="list-style-type: none"> Increase positive school connectedness across the community Build upon existing school routines and processes, positive behaviour expectations and communication cycles 	
Evidence of change	<ol style="list-style-type: none"> Increased student positive endorsement related to connectedness on ATOSS data Improvement in attendance data across year levels School values and behaviour expectations shared language are known and used across the college Fidelity data shows an Increase in student engagement beyond the classroom; across year levels; and across campus. 	
Tasks		People responsible
Build a shared understanding of the expected behaviours and establish procedures for teaching the college's SWPB framework.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)

	<input checked="" type="checkbox"/> SWPBS leader/team
Establish and use common practices to track student attendance data to identify trends in attendance and identify students at risk.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)
Provide professional learning to all staff to enable consistent implementation of the SWPB framework, which includes using the SWPBS Matrix, minor/major, minor behaviour response flowchart.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> SWPBS leader/team
Establishment and implement of a SWPBS and Attendance improvement teams that meet regularly to plan, implement and monitor the schools attendance strategy and SWPBS implementation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)
Develop and implement a student leadership structure to have specific roles and regular meeting time to support student voice and agency to improve school connectedness.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Sub school leader/s
Strengthening the use of transition data and program to improve student learning outcomes.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s)

	<input checked="" type="checkbox"/> Sub school leader/s
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